



## Whale Branch Middle

2009 Trask Parkway  
Beaufort, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	305 Students	
<b>Principal</b>	Mona Lise Dickson	843-466-3000
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Below Average
2004	Below Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

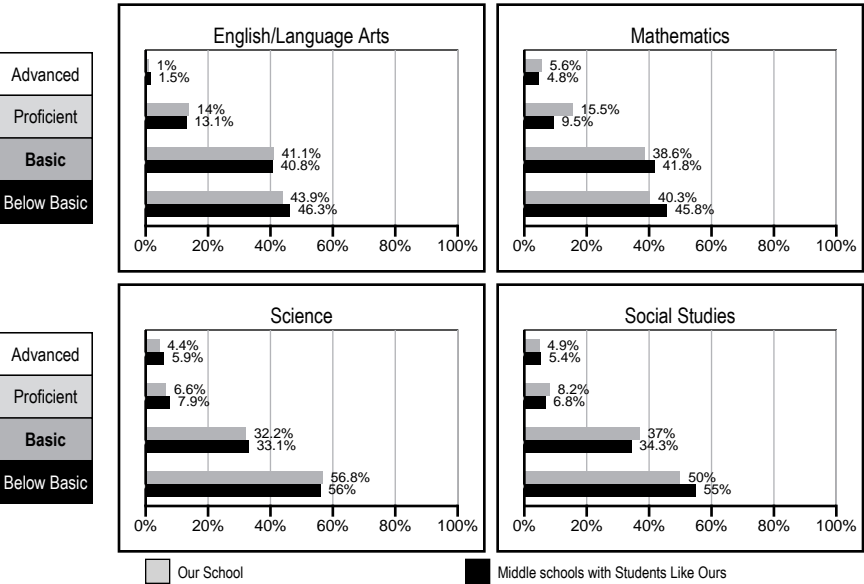
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	42

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	89.5
English 1	87.5	90.2
Physical Science	0	80.8
All Subjects	92.5	88.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=305)				
Students enrolled in high school credit courses (grades 7 & 8)	7.0%	Down from 10.4%	11.1%	19.4%
Retention rate	1.2%	Down from 1.8%	3.3%	1.8%
Attendance rate	93.7%	Down from 93.8%	95.2%	95.8%
Eligible for gifted and talented	12.8%	Down from 13.1%	8.9%	15.3%
With disabilities other than speech	12.2%	Down from 14.1%	13.9%	12.9%
Older than usual for grade	3.3%	Down from 5.0%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Up from 50.0%	50.0%	55.0%
Continuing contract teachers	63.3%	No Change	54.7%	70.6%
Teachers with emergency or provisional certificates	13.0%	Up from 4.0%	18.2%	5.4%
Teachers returning from previous year	74.9%	Up from 70.8%	77.1%	83.4%
Teacher attendance rate	91.8%	Down from 93.2%	94.7%	94.9%
Average teacher salary	\$48,729	Up 7.4%	\$43,658	\$44,706
Professional development days/teacher	9.0 days	Down from 9.7 days	11.5 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Up from 22.5 to 1	17.3 to 1	20.1 to 1
Prime instructional time	83.5%	Down from 84.4%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.9%	Down from 100.0%	95.6%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$10,185	Up 7.9%	\$7,733	\$7,097
Percent of expenditures for instruction*	57.8%	Down from 63.0%	64.3%	64.4%
Percent of expenditures for teacher salaries*	55.2%	Down from 60.1%	58.4%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Whale Branch Middle School completed a year of success and many wonderful achievements. Additional initiatives were put in place and made a positive impact on student achievement. These initiatives addressed high achievement in basic skills, improving daily student attendance, strong instructional leadership, and meaningful staff development.

Standardized and school-wide testing data identified students' strengths and weaknesses. The staff used this data to improve daily instruction. The teachers/staff met weekly for cluster/grade-level meetings and data meetings. These meetings increased collaboration between teachers. The school emphasized using the data to drive instruction.

Our sixth and seventh grade team maintained single-gender classes for the second straight year. The data showed that there was an overall increase in student learning. We used the MAP data to draw our conclusions.

The 21st Century After School Program was successful. The school concentrated on the core subjects of ELA and mathematics. Students were given additional computer lab instruction to increase their knowledge in ELA and mathematics. In addition, our Title I Supplemental Program proved to be academically successful.

Our quality of professional development continues to be strengthened through the third year of involvement in the Teacher Advancement Program (TAP). The impact is noted in student achievement and quality of instruction.

Our daily ACES program gave additional academic support to all of our students in reading comprehension and writing.

We believe Whale Branch Middle has achieved significant improvement in staff and parent relationships this year. The school relations with the community are notably better. The tremendous effort devoted to improved relationships should benefit all for many years.

With a total commitment by all WBMS staff, parents, and community supporters, we believe improvements will continue and Whale Branch Middle School will live up to its motto...."Where Bright Minds Soar."

Bill Payne, Principal  
Marilyn Fields, SIC Chair  
Cynthia Perry, SIC Co Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	121	31
Percent satisfied with learning environment	78.9%	68.1%	60.0%
Percent satisfied with social and physical environment	78.9%	75.6%	61.3%
Percent satisfied with school-home relations	47.4%	83.2%	66.7%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 8 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		11.2%	6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.8%	0.0%	No
Student attendance rate	93.7%	94.0%	No
* Or greater than last year			

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	312	99.4	45.2	40.2	13.5	1.1	24.6	47.3	48.2	No	Yes
Gender											
Male	170	99.4	51.3	36.8	11.2	0.7	19.7	40.8	41.7	N/A	N/A
Female	142	99.3	38	44.2	16.3	1.6	30.2	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	35	100	22.6	48.4	25.8	3.2	48.4	65.1	60	I/S	I/S
African American	270	99.3	48.6	39.5	11.5	0.4	21	30.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	40	100	94.4	0	5.6	0	5.6	12.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	256	100	49.4	38.8	11	0.8	20.7	32.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	312	99.7	43.3	40.1	13.1	3.5	23.4	41.7	45.8	No	Yes
Gender											
Male	170	100	41.8	41.8	11.1	5.2	21.6	42.3	45.6	N/A	N/A
Female	142	99.3	45	38	15.5	1.6	25.6	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	35	100	16.1	48.4	25.8	9.7	45.2	60.6	59	I/S	I/S
African American	270	99.6	47.1	38.9	11.9	2	19.7	22.7	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	40	100	83.3	13.9	2.8	0	5.6	14.1	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	256	100	46.8	38.8	12.2	2.1	21.1	26.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	202	99.5	56.6	32.4	6.6	4.4	11	30.8	35.7	93.7	96.3
Gender											
Male	109	99.1	50.5	35.1	8.2	6.2	14.4	32.8	37.4	92.9	96.2
Female	93	100	63.5	29.4	4.7	2.4	7.1	28.7	33.8	94.7	96.4
Racial/Ethnic Group											
White	22	100	31.6	36.8	10.5	21.1	31.6	49.4	49.2	93.6	96.2
African American	176	99.4	60.4	32.1	5.7	1.9	7.5	12.7	17	93.7	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	99.2	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	94.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
Disability Status											
Disabled	25	100	95.5	4.5	0	0	0	11.7	14	94.6	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	96	96.7
Socio-Economic Status											
Subsided meals	169	99.4	59.6	32.1	5.8	2.6	8.3	15.9	21.1	93.8	96.1

Social Studies

All Students	202	100	50	37	8.2	4.9	13	28	34	93.7	96.3
Gender											
Male	118	100	51.4	39.3	4.7	4.7	9.3	30	36.6	92.9	96.2
Female	84	100	48.1	33.8	13	5.2	18.2	25.8	31.3	94.7	96.4
Racial/Ethnic Group											
White	28	100	41.7	33.3	12.5	12.5	25	42.3	44.5	93.6	96.2
African American	167	100	52.3	37.3	7.2	3.3	10.5	13.4	19.1	93.7	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	99.2	96.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	94.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
Disability Status											
Disabled	21	100	75	20	0	5	5	10	14.4	94.6	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	96	96.7
Socio-Economic Status											
Subsided meals	166	100	54.2	35.9	7.2	2.6	9.8	14.9	21	93.8	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	99.1	48.5	33.3	15.2	3	18.2
	7	132	99.2	51.2	34.7	12.4	1.7	14
	8	135	98.5	51.8	38.6	9.6	0	9.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	80	100	41.7	33.3	22.2	2.8	25
	7	94	98.9	44.7	47.1	8.2	0	8.2
	8	138	99.3	47.6	39.5	12.1	0.8	12.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	100	50	36	14	0	14
	7	131	100	55.4	26.4	12.4	5.8	18.2
	8	134	100	58.3	38.3	3.5	0	3.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	80	100	44.4	36.1	16.7	2.8	19.4
	7	94	98.9	41.2	40	11.8	7.1	18.8
	8	138	100	44	42.4	12	1.6	13.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	98.1	67.3	22.4	8.2	2	10.2
	7	131	100	57	28.1	10.7	4.1	14.9
	8	68	98.5	62.5	26.8	10.7	0	10.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	40	100	68.6	14.3	11.4	5.7	17.1
	7	93	100	47.1	42.4	4.7	5.9	10.6
	8	69	98.6	62.9	29	6.5	1.6	8.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	100	28	44	20	8	28
	7	131	100	62	30.6	3.3	4.1	7.4
	8	66	100	46.6	53.4	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	40	100	24.3	43.2	24.3	8.1	32.4
	7	93	100	63.5	31.8	1.2	3.5	4.7
	8	69	100	46.8	40.3	8.1	4.8	12.9

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